

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☒ Choice

Name of Principal: Ms. Kathy Phillips

Official School Name: Fletcher Elementary

School Mailing Address:
7666 Bobolink Way
San Diego, CA 92123-3701

County: San Diego State School Code Number*: 37 68338 6039564

Telephone: (858) 496-8100 Fax: (858) 496-8045

Web site/URL: <http://www.sandi.net/comm/schools/elem/fletcher.html> E-mail: kphillips-principal@sandi.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Terry Grier

District Name: San Diego Unified Tel: (619) 725-8000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Sheila Jackson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 128 | Elementary schools |
| 24 | Middle schools |
| | Junior high schools |
| 39 | High schools |
| | Other |
| 191 | TOTAL |

2. District Per Pupil Expenditure: 6772

Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

2 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	44	28	72	8			0
1	22	28	50	9			0
2	20	26	46	10			0
3	16	20	36	11			0
4	21	11	32	12			0
5	17	18	35	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							271

6. Racial/ethnic composition of the school:
- | |
|---|
| 1 % American Indian or Alaska Native |
| 22 % Asian |
| 18 % Black or African American |
| 23 % Hispanic or Latino |
| 1 % Native Hawaiian or Other Pacific Islander |
| 35 % White |
| % Two or more races |
| 100 % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 20 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1.	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.196
(6)	Amount in row (5) multiplied by 100.	19.557

8. Limited English proficient students in the school: 22 %

Total number limited English proficient 60

Number of languages represented: 14
Specify languages:

African language, Arabic, Chinese, Dutch, Hmong, Lao, Farsi, Filipino (Tagalog), Filipino (Other), Russian, Somali, Spanish, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 169

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 23 %

Total Number of Students Served: 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>21</u> Autism	<u>7</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>14</u>
Support staff	<u>1</u>	<u>3</u>
Total number	<u>19</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	71%	84%	76%	78%	76%
Teacher turnover rate	6%	0%	18%	18%	0%

Please provide all explanations below.

In reference to question number 12: Special Education classes is 8:1; K-3 is 19:1; 4-5 is 28:1.

The teacher turnover rate jumped to 18% in 2004-2005 due to a teacher who took maternity leave, one who moved for family reasons and the loss of the district funded on site Peer Coach position. From 2005-2006 we changed Special Education Programs which facilitated teacher moves, a teacher retired and another moved out of state.

Fletcher has 5 special education classes with students who have serious health needs and behaviors. The high absence rate reflects teacher injuries due to these behaviors. Attendance rates for our Special Education staff is lower than general ed staff.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Fletcher Elementary is a small school tucked away in a community of San Diego where staff, parents and community work together as a cohesive unit. Our mission is "Together Everyone Achieves More". Fletcher is a place where student diversity is recognized, respected and celebrated. Sixty two percent of our children qualify for the free lunch program. Our children come from diverse ethnic backgrounds and twenty-two percent are Second Language Learners. Our teachers engage professionally in continuous self-reflection and collaborate thoughtfully to ensure all students reach their potential through thoughtful instruction. We have built an inclusive partnership with our families and community. We are able to get to know all of our families on a personal level.

Our make up is unique in that we have neighborhood families (generations) who attend, as well as CHOICE and Special Education students who come from all over San Diego County. Children also attend Fletcher from our nearby homeless shelter. All families are welcomed, embraced and become a part of our Fletcher Family.

Five classes of students with special needs arrive by bus each morning. They are quickly assimilated into our daily routine. Careful consideration goes into pairing classes and children to enhance the experiences of all students. Mainstreaming and co-teaching take place daily. All classes are paired with a "buddy" class and they plan trips, schoolwide events and classroom activities together.

Parent and community involvement is phenomenal. We have a very active PTA that plans events that coincide with classroom curriculum. Science, Math and Reading Nights as well as a Variety Show, our Reindeer Run, TV Turn Off Week and our Spring Carnival help solidify involvement from everyone. The TEAM work is apparent in classrooms, on the playground, cafeteria and library where community, parents and returning students volunteer to support our staff and students.

Our staff is small but they all give additional time to ensure that all programs include all children. They are instrumental in the success of our parent groups. Because the school is small, administrators are usually assigned for 1-2 years. In addition, there is limited office and custodial staff. This could make it very difficult for programs and services to be consistent, but because of the dedication and diligence of the staff, things continue to happen. Fletcher has received the Title 1 Academic Achievement Award for four years in a row. This is due to everyone in our school community sharing the responsibility of creating academically proficient and socially responsible productive citizens. Last year we collaborated with parents to establish a Character Education Committee and Program. It's success is apparent as we notice an increase in positive student behavior.

In summary, Fletcher is a small school with a very unique population. All stakeholders work as a cohesive unit to ensure that all children are striving to be the best they can be. Diversity is welcomed and celebrated. Social skills and academics work hand in hand as children continue to achieve at high academic levels. Those that are struggling are supported by community, staff, parents and their peers. We know that success is attainable for all. The team does make it work!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Fletcher Elementary participates in the California state testing system. The Web site is <http://www.cde.ca.gov> where you will find additional testing information configured in many different ways. The performance levels are as follows:

Advanced 80-99th % NPR (National Percentile Rank)

Proficient 60-79% NPR

Basic 40-59th% NPR

Below Basic 20-39th% NPR

Far Below Basic 1-19th% NPR

As you look at test data from Fletcher Elementary over the past five years it is important to note that because it is a very small school, leadership has changed four times. Although the district has had standards based curriculum and high level professional development available, some leadership in the past has not always taken full advantage of it.

However, our students have met and surpassed the goals set by the district on a consistent basis and our socioeconomically disadvantaged students outscore those district-wide.

You will note a significant loss in scores in the 06-07 year in selected areas. Supports and instruction became more focused as teachers fine tuned their ability to pinpoint specific areas of need for targeted students.

You will note that 2nd grade scores took a dip because children from a particular 1st grade class came into 2nd grade very poorly equipped for learning second grade curriculum. You will also note that the boys at that grade level did not perform well. The scores took a positive jump in third grade as a result of outstanding teaching and taking a closer look at specific student need. Each year as goals are set higher, teachers and students strive to meet them.

Last year, a new, well seasoned administrator was assigned and the focus and rigor of professional development and instruction was fine tuned. Teachers shared their frustrations quickly and we moved on to planning focused, differentiated professional development for teachers and standards based instruction for all children in all areas of the curriculum. All teachers were trained in the new Systemmatic ELD (English Language Development) instruction. You will note in the test scores a 33 point gain for English Learners. Teachers pooled their resources and began to plan as a team to meet the specific needs of this group of children.

We also implemented the Standards Based Report card for the first time and this involved teachers receiving additional training to look at instruction and student results as compared to the state standards. We held extensive parent meetings and conferences to share student "bodies of evidence" with the parents so they got a more realistic picture of where their children were performing. We took it to the next level and shared strategies that they could work on at home to enhance the instruction taking place in the classroom.

You will note a drop at the fifth grade level. We had a combo class and had to re-organize 3 times. We lost some valuable instructional time because the push in teacher that came to help students needed to be trained herself.

Our Special Education population also changed in the last five years. Grade levels have been reconfigured so that the majority of our children are in grade levels that do not take state tests.

In summary, with the exception of the few dips, the test scores at Fletcher have remained steady for the past five years. We re-focused instruction, professional development, and communication with parents and specific additional supports for children and saw a significant gain. We continue to strive to move even more children into the advanced bands. We expect it to continue this year.

2. Using Assessment Results:

The San Diego Unified School District adopted a program called Data Director. It gives us access to data on all students including the most recent benchmark test results. We begin our year looking closely at the state tests results. We administer multiple assessments, including additional formal and informal reading and math assessments. SDUSD curriculum departments have written benchmark assessments for Science, Math and Reading. We also use end of chapter and inventory tests. These all correlate with the state standards. We are able to look at trends by grade level, individual classroom and student. The Instructional Leadership Team and the principal review all assessments. We then spend time with teachers discovering trends together. Our grade level meetings are a forum for systematic, structured planning, learning and reflection in the service of consistent acceleration of student performance. We are able to drill down to specific questions and correlate trends. This is done immediately following administration of benchmarks. Plans are made to re-teach in those areas where children are experiencing trouble. Teachers meet and plan specific lessons and routines to ensure mastery. Exit slips are created to re-check for mastery. In addition to extra classroom instruction, teachers meet with our Prime Time support staff and our Extended Day Reading teacher to collaborate instruction.

We have found that in order to see effective change, there needs to be systematic planning, implementation and monitoring. Grade level meetings and ILT meetings take place regularly to plan implementation. As we continue the cycle throughout the year, we begin seeing results. All students who score at basic or below are displayed on a board in the principal's office. They are a constant reminder that all children can succeed if we find the correct strategies. As they progress during the year, they are moved to proficient and advanced bands.

3. Communicating Assessment Results:

Each year every school within the San Diego Unified School system writes a School Accountability Report Card (SARC). The SARC includes a comprehensive picture of Fletcher including test data. The district also has an Assessment and Accountability Web page where parents can access additional test data. The state test results are mailed to each family during the summer following the spring testing. At the start of the school year, parent meetings are held to share with all parents the results of Fletcher's testing. They are also included in our monthly Parent Newsletter that goes home to all families. The School Site Council (made up of parents, community and staff) discusses test data and monitors student progress on a monthly basis.

Individual parent conferences are held twice during the school year when teachers review test results and share detailed information including how children are meeting state standards. This is recorded on our Standards Based Report Card used district wide. If at any time a parent or teacher has a concern about student progress, the child is discussed at our Student Study Team which includes parent, teacher, principal, psychologist, resource specialist, nurse and counselor. Strategies are discussed and a plan is put in place to provide supports to the child, teacher or family. Parents are provided additional strategies to work on at home in conjunction with the school. Children are included in all conferences when appropriate. Follow up meetings are held and the plan is revised. If needed, additional testing is done.

At anytime during the year, parents may, and do contact the principal with concerns. Meetings usually include students and follow up is done on a daily basis.

4. Sharing Success:

For the last eight years, the principals in the San Diego Unified School district have engaged in collaborative work around successful practices in classrooms and at schools. Not only do we establish Instructional Leadership Teams at each school, but within the different areas (we are a very large district and are divided by areas) smaller teams form professional collaboratives. They meet on a regular basis at each school and conduct walk throughs of classrooms. Teachers are invited to share best practices. In addition, we share strengths of individual teachers so that we can tap into strengths and build capacity. Ongoing differentiated professional development is key to implementing goals.

Principal conferences and district wide professional meetings have also give the principal and teachers an opportunity to share successes. Teachers and central office staff have visited Fletcher to see specific programs we have implemented. Our kindergarten classes have been tapped into for video footage for ongoing district wide staff development in the area of Math.

The media in San Diego are always open to success stories. We invite them to visit and share first hand what is happening at Fletcher. The principal especially enjoys sharing our successes with the community. We have four formal and numerous informal partnerships. The principal takes every opportunity (newsletters, phone calls, in person) to share our student successes with them. If possible, she does so in front of parents and children. Last month some of our children were invited to perform at a world wide conference held at our Convention Center. This gave her an opportunity to share our success with representatives from 34 different countries. What a thrill for the parents, staff and children!

Our district Website (sandi.net) is also an excellent way to share successes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

San Diego Unified School District has a comprehensive curriculum and instruction department focusing on accelerating gains in student performance. The five priority areas are: high expectations for all students, standards-based curriculum and instruction, purposeful and timely use of data, on-going professional learning and strategic support. All curriculum departments base instruction on the California state standards.

The SDUSD English Language Development Standards contain all of the California ELD standards for each grade level in the areas of listening, speaking, reading and writing. Teachers use systematic instruction based on the level of English learner. Children meet in small groups which are fluid as children acquire additional skills. Teachers plan instruction together and deploy children to the appropriate group.

Literacy instruction is delivered in large, small and individual student settings. During the 2 hour block children will be reading independently, receiving whole group instruction through a Read Aloud or Shared reading, may be in a Guided Reading Group, working at a literacy center or meeting with the teacher for a conference. All instruction is based on the Units of Inquiry which is linked to the state standards.

During Math instruction, teachers are using the Modules developed by our Math Department. Again, these are based on the state standards. Students start with a warm up (based on the lesson or a particular skill that the teacher has noticed through observation or assessment that the children need to review), the lesson is launched, children have time for small group work, sharing and independent practice. We hold high expectations and provide experiences for students to reason, solve problems, apply mathematical knowledge and compute. All children have math notebooks where they are expected to explain their work in writing and to others.

Math benchmarks, inventory and end of chapter tests are given on a regular basis. Data is collected and analyzed so that instruction can be quickly shifted to pick up where any child may have missed a concept. Trends are noted across grade levels and teachers plan next steps together.

The science department has provided us with a balanced, comprehensive and research-based instructional model based on the California Framework. We use grade-level content and investigation/experimentation standards for science, focusing on life, physical and earth sciences. We use the developed Units of Study, formative and summative assessments (including benchmarks) and tools for student notebooking.

In addition to the basal, we use Foss kits which give students the hands on materials that they must have to truly engage in this work. There is ongoing experimentation in classrooms and students all have science notebooks to record their findings and share them with others. The scientific process is alive and well at Fletcher!

We collect bodies of evidence in Science, Math, Literacy and ELD to inform our instruction and to assess where students are in relation to the standards. These are shared with parents who also support our efforts. The PTA funds Mad Science nights for children and parents plus extra assemblies.

Visual and Performing Arts connects closely with the literacy block. Children perform plays, recite poems, and share stories with classmates, other classes and parents. Each year we hold a Variety Show where children work with staff to enhance their skills. Each week our primary classes perform with/for parents as they do our Wednesday morning warmup with music and movement. Selected children performed last month at the Convention Center.

Teachers have attended workshops on visual arts and incorporate lessons into their classrooms. Evidence can be seen throughout the campus.

Physical education is also taught regularly and is based on the state standards. We have a physical education teacher who meets with children weekly. General education classes are paired with Special Education classes to enhance the experience for all. The support staff runs a special motor lab each week. Playground activities are structured around physical education standards. As well, all teachers instruct students on physical education including running.

2a. (Elementary Schools) Reading:

Our literacy curriculum supports a balanced, comprehensive, and research-based instructional model as described in the Reading/Language Framework for California Public Schools. It provides grade level content standards for all domains of language-reading, writing listening and speaking. It also emphasizes the importance of differentiated instruction, high expectations, interactive approaches, and flexible groupings to support student performance. These instructional approaches are combined with ongoing, systematic assessment of student learning.

Specifically, we use the Houghton Mifflin series as our basal. In addition, a variety of strategic supports for teaching and learning have been developed. These tools include Curriculum Maps, Units of Inquiry/Study, Instructional guides and rubrics for reading, writing, listening and speaking. The instructional supports provide teachers with consistent guidelines for planning and monitoring student progress toward grade-level standards.

The approaches teachers use include whole group instruction (Shared Reading/Writing and Read Aloud), small group (Guided Reading/Writing groups) and individualized instruction (student conferences). Students also engage in Independent reading. All classrooms have extensive classroom libraries, guided reading sets and additional trade books including Big Books at the primary grades.

During the daily two hour literacy block, approaches are scheduled according to the needs of the classroom. Guided Reading takes place daily and groups are shifted as student needs change.

Literacy benchmarks and inventory tests are given as scheduled and results are tabulated immediately. Teachers are then able to see which areas have been mastered and where re-teaching needs to take place. Teachers collaborate to see if they can support each other for instruction.

The benchmark data gives us a clear picture of how children are progressing. Those that need additional supports receive additional instruction after school with credentialed teachers. Teachers meet on a regular basis with these support providers and the principal to monitor student progress.

In addition, teachers meet with students one on one to monitor reading comprehension through individual conferences. Children move through the leveled readers in each class library as directed by teacher and the data they have collected.

3. Additional Curriculum Area:

Our mission at Fletcher is to ensure that all children achieve academic success in a safe and nurturing environment. We prepare each student to be a confident, contributing, highly productive and responsible citizen in a global society. Mathematics instruction gives us the perfect opportunity to fulfill this mission. The children are given standards based, explicit instruction in a variety of ways. They are expected to keep an accounting of all of their work in a notebook. The expectation is that they will be able to get up in front of their class and share their work, building their self confidence. They work in cooperative groups, partnerships and individually.

The content in Math is always rigorous, yet related back to their real world. Problems solved are everyday experiences (if you are having a birthday party and inviting 15 friends...how many pizzas do you need to order

and how much will it cost) and they are encouraged and expected to figure out how to solve them in a number of different ways.

Parents are invited to Family Friday where they engage in Math activities with their students and then take them home for more practice.

Benchmarks are given periodically as well as chapter and inventory tests to assess where students are. Exit slips are created by grade levels to ensure that children are understanding and can explain the concepts. Teachers work on daily routines and incorporate the skills that they have noticed children are missing.

Please note, that in order for us to work on essential skills for our children it was critical that we go back and ensure that teachers had the essential skills they needed to teach the content. We found that across the district we did not. We have been engaged in professional development in the area of Mathematics for the last two years and have noticed a great improvement in instruction.

4. Instructional Methods:

The differentiation of instruction is the basis for student success. In all areas of the curriculum, standards based instruction takes place for all students. We expect all children to learn at high levels. For those that need additional time and/or alternative strategies, they are provided daily. Twenty-two percent of our children at Fletcher are english learners. They are provided additional instruction (systematic ELD) as well as SDAIE strategies (front loading information, additional visual aides, additional wait time, lesson presented in a variety of ways) which are used on an ongoing basis. Our special education students have IEPs (Individual Educational Plans) and specific goals based on their individual needs. All staff makes an extra effort to ensure that they spend as much time as possible with general education children.

Assignments are modified, additional instructional tools are used (manipulatives, tape players) and additional time is given for some children to achieve mastery.

Guided reading groups and small group math instruction give the teacher an opportunity to diversify instruction. All of our special education support staff supports the needs of general education students by providing teachers with explicit ways to modify instruction. Some provide additional small group instruction in the class room and one on one supports if needed.

The Fletcher Kinder team has also re-organized their literacy instruction. The children are grouped by ability level and the teacher with the most experience works with the smallest group, which are those that are falling behind. As children attain skills, they are moved from group to group.

When students are identified as needing additional help in an area, the support teachers get together with the classroom teachers to plan additional instruction. We have found that additional math activities and games, extended time for guided practice and homework and additional support in the areas of writing have been very successful.

Our classes with GATE (Gifted and Talented) students provide extended activities. Some hold mini science fairs and have created their own restaurant. They also help tend our mini garden. They keep extensive writer's notebooks and include in their assignments letters to the president, governor, etc.

5. Professional Development:

The professional development program at Fletcher is three fold. It involves extensive workshop opportunities for teachers in the areas of literacy, science, mathematics, technology, second language, standards based report cards, visual and performing arts, special education, etc. offered through the district. Teachers and the principal

attend workshops and then share the information with the rest of the staff. In most cases it involves taking student work samples and calibrating them to the standards. This process is then replicated at Fletcher.

Two afternoons per month plus additional mornings before school are dedicated to professional development. The Instructional Leadership Team keeps a pulse on teacher needs as well as monitors student assessments (formal and informal) in order to plan on-site work.

Data is monitored frequently (using the Data Director) and teachers gather in grade level teams to pinpoint where areas of need are for classes or individual students. They can tabulate answers and drill all the way down to a specific skill or question that students missed. Specific activities, strategies or lessons are planned to meet these needs. This may be done in the classroom or during additional support time after school. Teachers meet with the support staff so that lessons are specific to the needs of the children. The principal visits as teachers are re-teaching lessons and keeps track of student progress.

The third component involves teachers visiting other classes or schools to observe and share best practices. They then return and try them on at Fletcher or in the case of kindergarten mathematics, the instruction taking place at Fletcher was video taped so it could be used as professional development for other teachers in the district. The principal observes and provides feedback.

6. School Leadership:

Leadership at Fletcher is the key to its success. There has been significant turnover in administrators. It is the teacher leaders that have kept the vision alive. Last year an Instructional Leadership Team was formed made up of the principal and key staff with leadership skills and expertise in the areas of mathematics, literacy, technology, science and special education. They created a tool for the staff to share their input and ideas about where we were as a learning community and what our next steps should be. We compiled the input and put together a comprehensive professional development plan. We looked closely at student data, by grade level and classroom.

Fletcher also has a School Site Council (SST) which monitors our Single Plan for Student Achievement including test data, resources, professional development and student attendance. This team includes members from the ILT, parents, community, additional staff and the principal. All decisions made reflect back on the SMART goals set forth in the SPSA which is based on student achievement. Only those expenditures that directly relate to the improvement of student achievement are approved. It is monitored on an ongoing basis and updated as needed. For example, we found that the push in model for students was unsuccessful. We re-directed those funds to include additional time for teachers to collaborate and visit other teachers to observe best practices. We also directed supports for an after school reading program for targeted children.

Fletcher also has a School Governance Team which includes ILT members, parents, community, principal, and classified staff. They over see additional parts of the budget, staff and student safety, professional development and staffing.

Each of these groups meets on a monthly basis. Chairs collaborate with the principal and other staff members to create the agenda. Agendas are posted and minutes are kept.

In addition parents, teachers and the principal create and sign a Home School Compact and the Title 1 Parent Involvement Policy. This ensures that we are all working together as a TEAM to provide the best resources for all of our children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	66	57	69	61	86
Advanced	28	18	31	23	47
Number of students tested	32	28	32	39	39
Percent of total students tested	84	88	86	100	98
Number of students alternatively assessed	6	4	5	0	1
Percent of students alternatively assessed	16	12	14	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	69	56	63	68	83
Advanced	19	22	19	27	46
Number of students tested	16	18	16	22	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced				50	82
Advanced				30	46
Number of students tested				10	11
3. (specify subgroup): White					
Proficient/Advanced	90			70	100
Advanced	40			20	73
Number of students tested	10			10	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	69	43	60	46	82
Advanced	28	11	22	10	54
Number of students tested	32	28	32	39	39
Percent of total students tested	84	88	86	100	98
Number of students alternatively assessed	6	4	5	0	1
Percent of students alternatively assessed	16	12	14	0	2
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	69	39	63	55	88
Advanced	31	17	25	18	58
Number of students tested	16	18	16	22	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced				40	64
Advanced				20	55
Number of students tested				10	10
3. (specify subgroup): White					
Proficient/Advanced	80			40	91
Advanced	30			0	64
Number of students tested	10			10	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	75	72	77	93	78
Advanced	39	31	41	59	46
Number of students tested	28	32	39	29	37
Percent of total students tested	88	86	95	100	100
Number of students alternatively assessed	4	5	2	0	0
Percent of students alternatively assessed	12	14	5	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	67	67	74	88	83
Advanced	33	24	44	47	52
Number of students tested	15	21	23	17	23
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced			70		
Advanced			30		
Number of students tested			10		
3. (specify subgroup): White					
Proficient/Advanced			75	100	88
Advanced			33	70	47
Number of students tested			12	10	17
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	75	60	56	86	49
Advanced	11	13	18	24	3
Number of students tested	28	32	39	29	37
Percent of total students tested	88	86	95	100	100
Number of students alternatively assessed	4	5	2	0	0
Percent of students alternatively assessed	12	14	5	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	74	52	48	82	57
Advanced	7	10	17	18	4
Number of students tested	15	21	23	17	23
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced			40		
Advanced			30		
Number of students tested			10		
3. (specify subgroup): White					
Proficient/Advanced			67	90	65
Advanced			8	50	6
Number of students tested			12	10	17
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	85	64	72	70	58
Advanced	33	33	40	41	16
Number of students tested	27	42	25	34	43
Percent of total students tested	84	93	89	100	96
Number of students alternatively assessed	5	3	3	0	2
Percent of students alternatively assessed	16	7	11	0	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	93	63	57	78	50
Advanced	40	33	29	39	9
Number of students tested	15	27	14	18	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced		60			
Advanced		30			
Number of students tested		10			
3. (specify subgroup): White					
Proficient/Advanced		58		73	47
Advanced		25		33	27
Number of students tested		12		15	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	81	62	76	59	66
Advanced	37	38	20	21	26
Number of students tested	27	42	25	34	43
Percent of total students tested	84	93	89	100	96
Number of students alternatively assessed	5	3	3	0	2
Percent of students alternatively assessed	16	7	11	0	4
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	87	52	86	61	64
Advanced	47	30	14	28	18
Number of students tested	15	27	14	18	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced		60			
Advanced		20			
Number of students tested		10			
3. (specify subgroup): White					
Proficient/Advanced		67		67	53
Advanced		42		20	33
Number of students tested		12		15	15
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	73	80	77	55	47
Advanced	30	32	50	29	26
Number of students tested	40	25	30	34	38
Percent of total students tested	95	86	83	100	97
Number of students alternatively assessed	2	4	6	0	1
Percent of students alternatively assessed	5	14	17	0	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	68	77	83	67	50
Advanced	27	39	56	33	25
Number of students tested	22	13	18	15	20
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced					33
Advanced					25
Number of students tested					12
3. (specify subgroup): White					
Proficient/Advanced	54		64	55	50
Advanced	15		36	36	25
Number of students tested	13		14	11	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2008

Publisher: State of California

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	73	76	74	62	47
Advanced	30	20	27	21	13
Number of students tested	40	25	30	34	37
Percent of total students tested	95	86	83	100	97
Number of students alternatively assessed	2	4	6	0	2
Percent of students alternatively assessed	5	14	17	0	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient/Advanced	77	77	72	67	50
Advanced	32	23	39	33	10
Number of students tested	22	13	18	15	20
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient/Advanced					25
Advanced					17
Number of students tested					12
3. (specify subgroup): White					
Proficient/Advanced	77		71	46	58
Advanced	31		14	27	8
Number of students tested	13		14	11	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: